

Blakedown C E Primary School

Curriculum Policy

Policy Number 5.0

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# Curriculum

## Curriculum Policy

### 1. Strategy

1.1 At Blakedown CE Primary School we aim to ensure that every child succeeds, *enjoys* learning and *achieves* their best. To that end we provide an inclusive education within a culture of high expectations.

1.2 Our curriculum aims to:

- Provide pupils with a broad and balanced education that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude and steps to success for learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Promote e learning and development of our youngest pupils and ensure they are ready for Key Stage 1.
- Develop the whole child.

1.3 The curriculum at Blakedown includes not only the formal requirements of the National Curriculum 2014 but also a range of enrichment activities to add to the enjoyment of the learning and to enable knowledge to stick. Our curriculum also enables pupils to grow into content, confident, caring and responsible individuals who can work and co-operate with others while developing knowledge and skills so that they become the best versions of themselves possible.

1.4 These curriculum aims are underpinned by our Christian school values of *respect, trust, forgiveness, perseverance* and *peace* and driven by our Christian school vision which is rooted in Psalm 139:14:

*'I will praise you because I am fearfully and wonderfully made'* we are all unique and made in God's image with individual talents and dreams.

### 2. Policy legislation and guidance

2.1 The curriculum at Blakedown CE Primary School reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

2.2 It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of

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governing boards set out in the Department for Education's [Governance Handbook](#).

- 2.3 In addition, this policy acknowledges the requirements for promoting the learning and development of pupils set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).
- 2.4 Our curriculum links closely to our Christian vision and supports the messages of personal individuality, the joy and love of learning and the ability to build and use knowledge and skills to achieve and become the best versions of themselves possible.
- 2.5 The curriculum is carefully planned, using schemes of work that have been chosen to suit the needs of the pupils. These are used to provide an engaging curriculum which is sequential and progressive, allowing the pupils to build on prior learning and secure firm foundations.
- 2.6 It sets the high standard expected for each year group and subject across school and the expectation is that this is delivered in such a way to engage the pupils, their learning styles and interests.

### **3. Procedure**

#### **3.1 The governing body**

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- 3.1.1 A robust framework is in place for setting curriculum priorities and aspirational targets.
- 3.1.2 Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- 3.1.3 It fulfil its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate and in any subsequent appeals.

#### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- 3.2.1 All required elements of the curriculum, and those subjects which the school chooses to offer have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- 3.2.2 The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.

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- 3.2.3 Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- 3.2.4 They manage requests to withdraw pupils from curriculum subjects, where appropriate.
- 3.2.5 The school's procedures of assessment meet all legal requirements.
- 3.2.6 The governing body is advised on whole-school targets in order to make informed decisions.
- 3.2.7 Proper provision is in place for pupils with different abilities and needs including pupils with SEN.

### **3.3 Other staff**

#### **Subject Leaders**

- 3.3.1 Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews, and that learning becomes increasingly more challenging across the school through the subject knowledge skills progressions.
- 3.3.1 Subject Leaders maintain an overview of standards within their subject. Subject Leaders also produce annual action plans for their subjects, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in discussions with external colleagues.

### **3.4 Organisation and planning**

3.4.1 Blakedown CE Primary School's curriculum is based on statutory guidance and will cover the following National Curriculum subjects and schemes:

- English: Little Wandle phonics and early reading programme, Bookwriters writing sequences and Kinetic Letters handwriting programme;
- Maths: White Rose Maths and following a GLOW approach;
- Science: PLAN Primary Science;
- R.E.: Diocese of Worcester's Agreed syllabus and the Church of England Education syllabus 'Understanding Christianity';
- Art: Kapow;
- DT: Kapow;

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- Computing: Teach Computing and Project Evolve for online safety;
  - Geography: Collins Primary Connected Geography Programme;
  - History: Collins Primary Connected History Programme;
  - Music: Model Music Curriculum;
  - P.E.: Val Sabin;
  - MfL: French (in KS2) Rigolo;
  - PSHE & RSE: Jigsaw.
- 3.4.2 We recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing, maths and science. Our school curriculum does not fully prioritise core subject learning at the expense of a broad and balanced curriculum and believe each should support and enhance the other aspects.
- 3.4.3 The curriculum is delivered as individual subjects with links made to other subject areas when possible. This allows pupils to see links between different areas of learning.
- 3.4.4 Carefully chosen published or school schemes are used for most subject areas to ensure that the content and knowledge required for each year is covered at the right level and builds upon previous knowledge.
- 3.4.5 Each year group has a specific long term plan outlining what should be learnt across the year and across each term. Teaching staff also decide upon how to enhance the learning by planning in specific events, whether this be a visitor or an off-site trip, these are planned in across the year and recorded on the 'Events' timetable to refer to over time.
- 3.4.6 Each subject has an overview of what is to be taught across the half term and within each lesson. These are used as a starting point for teaching and are adapted to suit the needs of each year group.
- 3.4.7 Teachers choose and adapt activities, breaking down knowledge into smaller chunks, providing visual and practical models and examples as well as deciding upon how much time is required for each part of the learning using the knowledge of their pupils and the way they learn best.
- 3.4.8 On a daily basis, teachers use suggestions from the schemes to put together slides for the day's lessons, ensuring the pupils know the learning objectives for each session, content and activities to show their understanding.
- 3.4.9 The curriculum is resourced to enable effective delivery. Where a subject requires the use of consumables which need to be replaced

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year on year, these are reviewed at the end of each year and an order placed by the subject leader.

- 3.4.10 Each subject area has a subject leader who has oversight over their subject across school. They undertake training to ensure they can offer support to teaching staff regarding implementation and content knowledge. They also monitor the quality of the provision of their subject across school and support staff in making any changes for improvement.
- 3.4.11 Each subject has a policy that outlines the aims and expectations for each subject and the implementation methods. Each subject is sequenced to enable revisiting of prior knowledge before building with new knowledge at a higher level.
- 3.4.12 The school places emphasis on the PSHE curriculum and the emotional wellbeing of pupils and ensures that they understand different emotions, are able to regulate these, be content with their life and are well prepared for the next stages of their life. A structured and age appropriate Sex and Relationships Education is also delivered to all age groups from Reception up to Y6.
- 3.4.13 Blakedown CE Primary school believes that pupils also need positive learning behaviours to succeed and uses the 'Secrets of Success' to underpin what an effective learner requires. Pupils are taught that making mistakes is a step to succeeding and perseverance is required to do this. Pupils are taught that the 'Secrets of Success' are:
- Trying new thing
  - Working hard
  - Don't give up
  - Understanding others, and
  - Pushing yourself.

They are referred to and highlighted to the pupils who are recognised for using them within their learning.

### **3.5 EYFS**

- 3.5.1 As a school we have chosen to use Development Matters to put into place the requirements of the EYFS. Development Matters helps us to link together key themes of the Early Learning Goals (ELGs) into one core syllabus, providing a clear guidance to use.
- 3.5.2 The ELGs are an important way of assessing and tracking children's progress at the end of the EYFS. These goals are what the child is expected to reach by the end of their Reception year, before moving on

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to KS1. Each one has goals broken into varying age brackets. This helps practitioners at different age groups understand where their children should be, and informs their observations. Each is written as general guidance, expecting that each child will develop at their own rate, gaining skills at different times.

3.5.3 Children are said to have reached a *Good Level of Development (GLD)* at the end of the EYFS if they have achieved at least the expected level for the ELGs. This is in the prime areas of learning and the specific areas of mathematics and literacy.

3.5.4 In *Development Matters*, a child is defined as having reached a *Good Level of Development* at the end of their Reception year. This is the end of their *Early Years Foundation Stage* before they move on to *Key Stage One*. They get given this definition if they have achieved at least the expected level for the *Early Learning Goals* in:

3.5.4.1            *The Prime Areas of Learning and Development*: This covers three of the seven *Areas of Learning*. These three are *Personal, Social and Emotional Development, Physical Development, and Communication and Language*. These are chosen as the prime areas as they affect not just a child's educational journey, but their personal wellbeing, too.

3.5.4.2            *The Specific Areas of Learning and Development*: These reflect their more educational skills. Each can be used in day-to-day life, but also sets them up for a strong start to their next stage as they join KS1. These skills are those in *Mathematics and Literacy*.

### **3.6 Spiritual, moral, social & cultural**

3.6.1 There are a number of opportunities for supporting the pupils' *SMSC* development through all areas of the curriculum, but especially with *R.E* and *PSHE* lessons. Additionally, there is always an opportunity within collective worship for spiritual reflection.

3.6.2 *Moral* development is promoted through class circle times, *PSHE* which includes discussions about class and school rules, and collective worship value themes such as 'wisdom'.

3.6.3 *Social* development is promoted through a wide range of collaborative learning experiences and opportunities for play, *PSHE*, pupil councils, community events and collective worship themes.

3.6.4 *Cultural* development is promoted through specific content in geography and in music, art and *R.E*.

3.6.5 All aspects of SMSC are evident in the spiral PSHE scheme - Jigsaw that is used across school e.g. Celebrating Difference, Good to be Me and Healthy Me.

### **3.7 Inclusion**

3.5.1 Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

3.5.2 Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

3.5.3 Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils' to take part in all subjects.

3.5.4 Further information can be found in our statement of equality information and objectives and in our SEND policy and information report.

## **4. Monitor & Review**

4.1 Governors monitor coverage of National Curriculum subjects and compliance with the statutory requirements through: receiving headteacher reports; being involved in school visits and discussions with senior and subject leaders; meeting with small groups of pupils; reports from core subject leaders.

4.2 Subject leaders monitor the way their subject is taught through the school by: planning and work scrutinies; learning walks; pupil voice discussions. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

4.3 This policy will be reviewed every two years or before if necessary and shared with the learning and development team of the governing body.



**5. Linked Policies**

EYFS; Assessment; Marking; SEN policy and information report; Equality information and objectives; PSHE & SRE; all subject policies.